

## **DATA REPORTING DEFINITIONS** (In alphabetical order)

**APPROVED CTE PROGRAMS** – On March 28, 2005, the Arizona State Board of Education re-validated the essential elements. “Approved” and “active” are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at [www.aztechprep.org](http://www.aztechprep.org) or in the “Codes and Titles” section of the Handbook, and is also available at <http://www.ade.az.gov/cte/careerpathways>.
2. Teaches all the state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/careerpathways>.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at [www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf](http://www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf).\*
7. Requires student participation and Career Exploration for grades 7-9 (previously referred to as Level I).

\* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. One method of work-based learning is cooperative education. Another method is CTE Internships. Both methods have eligibility requirements.

**ARTICULATED STUDENT** – An articulated student is one who attends CTE courses offered on another campus in a CTE program. A student may begin taking courses in a program at the district of residence and proceed to take additional levels of courses in the same program offsite, or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center, or college campus.

A school may have students enrolled in multiple articulated scenarios. To determine the scenario that applies, read each description below:

1. Students enroll in a program or program option offered only at a JTED. The JTED reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table.
2. Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table. This program will show courses as

articulated in the Coherent Sequence of Courses and in the Program Profile Table.

3. Students enroll in a higher-level course at an offsite campus. The school of attendance reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. The records reported will show the school of residence, which is used to calculate performance measures. This program will show courses as articulated in the Coherent Sequence of Courses and in the Program Profile Table.
4. Students enroll in a program not offered at the school of residence, but offered at an offsite campus. The school of attendance reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

**CAREER AND TECHNICAL EDUCATION (CTE)** – Section 3(5) of the Perkins Act defines CTE as “organized educational activities” which:

“(A) offer a sequence of courses that—

(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

(B) include standards-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

**CAREER AND TECHNICAL EDUCATION PROGRAM** – A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. A program is directly related to preparing students for further education and careers in current and emerging professions. Approved and provisionally approved programs qualify to apply for State and Federal funding.

**CAREER AND TECHNICAL EDUCATION COURSE** – A course within a planned CTE sequence that delivers Career Preparation standards. Course titles are located in the “Codes and Titles” section of the Handbook.

**CARNEGIE UNIT** – One unit of transcribed credit awarded in grades 7-12 for a minimum of 120 clock hours of instruction during the regular school year, or 120 clock hours of instruction during summer school.

**CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)** – The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

**CONCENTRATOR** – Student who:

1. Has transcribed three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR
2. Has transcribed two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State.

In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

**COOPERATIVE EDUCATION (COOP) / DIVERSIFIED COOPERATIVE EDUCATION (DCE)** – Cooperative education is a method of work-based experience that connects classroom learning to work activities. Requirements are:

- Classroom learning based on CTE program standards.
- Supervised work-based learning based on state-designated Career Preparation program technical standards.
- Course equivalent to one Carnegie unit that addresses state-designated Career Preparation program standards must be included.
- Designed for students at least 16 years of age.
- Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer.
- Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the career preparation program competencies/standards that will be attained at the work site. It focuses on objectives, competencies/standards and tasks that students will attain prior to their evaluation.

Teachers are required to have appropriate program CTE certificate with a Cooperative Education Endorsement. Frequently asked questions on cooperative education are available at <http://www.ade.az.gov/cte/guides>. The resources located at <http://www.ade.az.gov/cte/WhatsNew> provide numerous samples of signed training agreements suitable for cooperative education courses.

If students have completed a Carnegie unit in a Career Preparation course, districts may report those students in cooperative education course enrollment. Districts may not spend CTE funds on cooperative education courses unless they are part of a CTE approved program sequence of courses offered annually. Cooperative education courses that are not part of an approved program of instruction are not funded and will receive an "Unapproved" status on the annual fiscal reports.

Diversified Cooperative Education (DCE) has similar requirements as Cooperative Education, however, students enrolled in DCE represent multiple career preparation program areas. DCE teachers are required to have a CTE certificate with a Cooperative Education endorsement.



If students have completed a Carnegie unit in a Career Preparation course, districts may report those students in DCE course enrollment. Districts may not spend CTE funds on DCE courses unless they are part of a CTE approved program sequence of courses offered annually. DCE courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

Internship, Cooperative Education (COOP), and Diversified Cooperative Education (DCE) courses are reported as part of a coherent sequence of Career Preparation program courses. A CTE program must report a Career Preparation course if reporting an Internship, COOP, or DCE course. An Internship, COOP, or DCE course cannot “stand alone” and will not generate funding without the supporting Career Preparation course.

**COUNTY TYPE DISTRICT SCHOOL (CTDS)** – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, (602) 542-5486 or (602) 542-5711, for school CTDS information.

**COURSE CODE** – The 8-digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. In some cases, the 8<sup>th</sup> digit may be used by the district to designate course sequencing, using 0-9 as the 8<sup>th</sup> digit.

**COURSE TITLE** – The title for courses (8-digit number). The titles may be found in the CIP Codes and Titles list.

**DISTRICT’S PLANNED SEQUENCE OF COURSES** – The comprehensive coherent sequence of instruction designed to deliver all of the state-designated program standards for a CTE program. Local sequences are outlined in the district’s application for Carl Perkins Basic Grant funds.

**DUPLICATED COUNT** – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40<sup>th</sup> and 100<sup>th</sup> Day Reports.

**ESSENTIAL ELEMENTS** – On March 28, 2005, the Arizona State Board of Education approved on recommendation from the CTE State Advisory Committee that a CTE Program must have these essential elements:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at [www.aztechprep.org](http://www.aztechprep.org) or in the “Codes and Titles” section of the Handbook, and is also available at <http://www.ade.az.gov/cte/careerpathways>.
2. Teaches all the state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/careerpathways>.





5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at [www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf](http://www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf).
7. Requires student participation and Career Exploration for grades 7-9 (previously referred to as Level I).

**INACTIVE PROGRAM** – A CTE program at a participating LEA may be declared inactive by ADE for many different reasons. The Program Profile Table identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.
4/16	District reported the program inactive on the Basic Grant state-directed objectives. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.
6/30 or 7/1	Any Non April dates refer to ADE inactive decisions. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.

**INDIVIDUALIZED CAREER AND TECHNICAL EDUCATION PLAN (ICTEP)** – Required for each CTE student who is reported as a member of a special population category and who is receiving special services in order to succeed in his/her CTE program. In the event a student is eligible in more than one category, select the one that most appropriately defines the need for services. An acceptable ICTEP is a written plan that specifies the following:

- Eligible category in which services are provided to this student
- Student's goals, strengths, and weaknesses
- Services required to reach those goals
- Person or agency assigned to provide the service and
- Student's performance level after receiving the services.

Sample services/modifications/accommodations for ICTEP students include the following: smaller classes, modified classroom or equipment, tutoring services, alternative assessment instruments or strategies, and/or additional time for completion of tests and assignments.

**INTERNSHIP** – A CTE Internship is a method of work-based training that connects classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and may offer paid or unpaid work experience.



CTE Internships **may** also have concurrent classroom learning based on CTE program standards, but it is not a requirement. Internships differ from cooperative education in that the latter requires concurrent classroom learning. CTE Internships are designed for students who are classified as seniors (12<sup>th</sup> grade) and at least 16 years of age. They require the teacher to have a valid CTE certificate in any program area. Additional information is available at: <http://www.ade.az.gov/cte/info/CTEInternship.doc>.

Districts may not spend CTE funds on CTE Internship courses unless they are part of a CTE approved program sequence of courses offered annually. A CTE program must report another Career Preparation course, in addition to a CTE Internship course, or the course does not generate funding. Those internship courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

**LEAVE (LEFT) SECONDARY EDUCATION** – Report as concentrators only those students who leave with a code of W3, W4, W5, W7, W11, W12 or W13 or an End of Year Status Code of G, C or A. The “leave” measures the total number of program concentrators who in the reporting year are documented in school records as leaving school for one of the following reasons:

**Withdrew before the end of the school year:**

- Graduation (Withdrawal Code W7)
- Drop Out (Withdrawal Code W5)
- Expelled or long-term suspension (Withdrawal Code W3) or
- Absence or student status/location unknown (Withdrawal Code W4)
- Left to obtain a GED (Withdrawal Code W11)
- Left to continue studies at a Technical or Vocational school (Withdrawal Code W12)
- Completed course of study but did not pass AIMS (Withdrawal Code W13)

**Continued through the end of the school year:**

- Graduation Completed course requirements for graduation and passed AIMS (End of Year Status Code G)
- Completed Completed course requirements for graduation but did not pass AIMS and are not expected to re-enroll (End of Year Status Code C) or
- Attended Neither met course requirements nor received a passing score on the AIMS test (End of Year Status Code A)

**Note:** Students who reach concentrator status may be entered into the system with the designation “still enrolled,” pending a withdrawal code to be assigned in the future. This allows programs to “store” records for students who have attained the status of concentrator or completer prior to their senior year.

Districts may change the designation later when the student actually leaves secondary education. Students are not included in the performance calculations until they have left secondary education and are assigned one of the Withdrawal Codes (W3, W4, W5, W7, W11, W12 or W13) or an End of Year Status Code (G, C or A).

**MINUTES PER WEEK** – Funding is based on a minimum of 225 minutes per week per course.

**NOTIFICATION OF INTENT (NOI)** – The CTE Section has developed a Notification of Intent form used to notify the CTE Section when districts intend to implement a new CTE program or option. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: <http://www.ade.az.gov/cte/WhatsNew>. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option, or
- Introduce an existing program that has gone two consecutive years without course enrollment, or
- Offer a program that has been previously disapproved.

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as “Inactive” in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If a program (and its associated courses) does not provide the essential elements, the program and its funding will be declared inactive by CTE. The program receives a non-April Inactive date and it moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program. The Program Profile Table includes one re-birth cycle.

In the event there is a question regarding the Program Profile Table, please email your question to Penny Legge, Accountability Specialist, email [penny.legge@azed.gov](mailto:penny.legge@azed.gov).

**PERFORMANCE MEASURES** – Set of measures based on Core Indicators identified in the Federal Perkins law, and approved by the Arizona State Board of Education, to measure student outcomes.

**PLACEMENT** – Graduated concentrators are surveyed during the second quarter (October-December) following graduation in that reporting year in order to determine the data for state placement funding and outcomes for Performance Measure 5S1. For the

purposes of this Placement Performance Measure 5S1, a concentrator is considered "Placed" if that student is in postsecondary education or advanced training, employment, or military service in the reporting year. The placement, for purposes of this Measure, need not be related to the student's high school CTE program. Concentrators who do not complete the program are not included in the Placement Performance Measure. (See Placement Funding, Related Placement, and Sampler Placement.)

**PLACEMENT FUNDING** – Funding to districts generated by CTE concentrators who have graduated. A district has two years to report placements for funding purposes from the date that the program is made inactive. Their status will be verified by an appropriate survey response to ADE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program related position

**PROGRAM** – Coherent sequence of instruction, which delivers a set of prescribed State standards attributed to a specified instructional program.

**PROGRAM CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS) CODE** – Six-digit code which identifies the CTE program. Each CTE Program is based on content and numbering system called the Classification of Instructional Programs (CIP) which is updated every 10 years by the National Center for Education Statistics. CIP codes are crosswalked to Standard Occupation Classification (SOC) system which reflects over 1000 SOC occupations. Each have related labor market information such as openings, wages, and O\*NET information.

**PROGRAM PROFILE TABLE** – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 142 for a more complete description.

Birth Date	Explanation
1/1/95	The Default Birth Date for a program that reported performance measures in 1999 and enrollment in 2000/2001
7/1/00	Birth Date for a program that reported enrollment for the first time in 2000/2001, before current Notification of Intent (NOI) process existed
4/1	Birth Date for a program that submitted a Notification of Intent (NOI) to begin reporting the following year. The year submitted will always be included in the Birth Date as 05, 06, 07, 08 etc.

The Program Profile Table also identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Inactive Date as 05, 06, 07, 08, etc.
4/16	District reported the program inactive on the Basic Grant state-directed objectives. The year submitted will always be included in the Inactive Date as 05, 06, 07, 08 etc.
6/30 or 7/1	Any non-April dates refer to ADE inactive decisions. The year submitted will always be included in the Inactive Date as 05, 06, 07, 08.

The Program Profile Table is available at

<http://www.ade.az.gov/PerfMeasures/splash.asp>.

Select the Program Profile option under the Administrative section.

**PROGRAM TITLE** – Title of the CTE Program listed as identified in the Handbook.

**RACIAL AND ETHNIC CODES** – Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on Enrollment, Concentrator and Placement reporting. There are five codes:

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

**RELATED PLACEMENT** – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment, or military service. A related placement for any concentrator earns funds paid from the State Block Grant. (See Placement Funding and Sampler Placement.)

**SPECIAL POPULATIONS** – Eligible categories of students who may receive services in order to succeed in Career and Technical Education courses and programs. Services provided must be documented on the student's ICTEP. A student may only be reported in one special populations category. Report using the category most applicable to the student from this list of eligible groups:

**Individuals with Disabilities** – a student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment; or being regarded as having such an impairment
- Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

**Individuals from Economically Disadvantaged Families** – individuals, including foster children, whom the Local Education Agency identifies as low income and who require financial assistance to succeed in Career and Technical Education. Examples of eligibility definitions include:

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA.

**Individuals Preparing for Nontraditional Field** – a student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. The term ‘non-traditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. See attached list of nontraditional programs on page 173.

**Single Parents, including Single Pregnant Women** – any student who requires assistance to succeed in his/her CTE program and who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence.
- For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

**Individuals with Limited English Proficiency (LEP)** – a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language, and:

- Whose native language is not English or
- Who lives in a family or community environment in which a language other than English is the dominant language.

**STANDARD** – An explicit statement that clearly defines the knowledge, skills, and level of performance expected of an individual in a program. The career preparation program standards for each CTE program are used to document and calculate student proficiency for Performance Measure 2S1 (Technical Skill Attainment).

**STATE-DESIGNATED PROGRAM STANDARDS** – The Career Preparation standards for each CTE program are used to document and calculate Career and Technical proficiency for Performance Measure 2S1 (Technical Skill Attainment). Current standard information for all CTE programs is available at:

[http://www.aztechprep.org/Vocational\\_Programs/vocational\\_programs.html](http://www.aztechprep.org/Vocational_Programs/vocational_programs.html).

**SUFFICIENT SIZE AND SCOPE OF SERVICES AND ACTIVITIES** – Section 135(b)(8) of the Perkins Act states: “Funds shall be made available to eligible recipients to support career and technical education programs that provide services and activities that are of sufficient size, scope, and quality to be effective”.

Under the Perkins Act of 2006, this reference is being interpreted to mean that districts shall use their Perkins allocations to support services and activities to produce measurable outcomes. The Basic Grant Specialist will examine and approve expenditures based on district attainment of the State or Local Adjusted Levels of Performance for each Performance Measure.

**TECH PREP PROGRAM** - An educational program carried out under an articulation agreement between participants in the consortium consisting of the following (under Section 203(c)(2) of the Perkins Act):

“(2)... a program of study that—

(A) combines—

(i) a minimum of 2 years of secondary education (as determined under State law); with

(ii)(I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or

(II) an apprenticeship program of not less than 2 years following secondary education instruction; and

(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;

(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;

(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;

(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;

(F) leads to placement in high skill or high wage employment, or to further education; and

(G) utilizes career and technical education programs of study, to the extent practicable”.

**UNDUPLICATED COUNT/ENROLLMENT** – A student is counted only once, even if that student is enrolled in and reported as a concentrator in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

**UNDUPLICATED PROGRAM REPORTING** – A student is counted only once in program enrollment. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports, and federal Placement Reports. It is possible to enter duplicate Concentrator or Placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program; or
- Reporting the student based upon a declared career goal; or
- Reporting a student based upon the most credits achieved in a CTE program; or
- Reporting a student based upon their latest CTE program credits achieved.

